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A summary of data obtained from State certification officers on the use of examinations for State certification of teachers. Lists in tabular form the States reporting use and administration of examinations for teacher certification: States reporting no use of examinations; States reporting some use of examinations, by <i>institutions</i>, by <i>State Certification Agency</i>, and by <i>Joint Action</i> (State Certification Agency and institutions). Discusses purposes and types of examinations.					
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Eugene E. Slaughter

The Use of Examinations for State
Certification of Teachers

THIS report concerns the use of examinations in connection with state certification of teachers. It is a summary of data obtained last fall from the state certification officers and later verified by sending each of them a copy for correction.¹

Twenty-eight of the 50 states, plus the territory of Puerto Rico, reported no use of examinations for the certification of teachers. Of the 22 states that reported some such use of examinations, three states leave all the action to the preparing institution, 13 place the action in the state certification agency, and six provide for joint action by the state agency and the institution. The three states where the colleges act alone are Alabama, Mississippi, and North Dakota. In Alabama most of the colleges test all undergraduates in English during their junior year. One college in Mississippi and the teachers colleges in North Dakota require all students to pass an English usage test before graduation. Mississippi institu-

¹ The information reported here is slightly at variance with that of W. Earl Armstrong and T. M. Stinnett in *A Manual on Certification Requirements for School Personnel in the United States* (Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1959) p. 10-12. Armstrong and Stinnett list Maine (not included here) as using certificate examinations for school administrators, but they do not mention the following states which are named here as using examinations in connection with teacher certification: Alabama, Arkansas, Kansas, Kentucky, Mississippi, Montana, Nevada, North Dakota, Washington, and Wyoming.

Editors' Note: The apparent discrepancies between this report and the 1959 edition of the *Manual* probably arise from the questions asked certification directors in the two surveys. For the *Manual* the following two questions were asked: (1) "Does your state issue any certificate based upon examinations?" and (2) "Does your state use proficiency examinations for demonstrating competency in subject matter or professional areas, in lieu of completion of required courses for certification?"

In rechecking replies of the state certification directors as reported in the 1959 *Manual*, all of the states enumerated above as having some form of examinations, and not mentioned in the *Manual*, answered "no" to both questions, except Kansas. The answer for Kansas was not recorded. There is authority in Kansas for the use of proficiency examinations in languages, typing, and shorthand, but these tests are rarely used. The use by Nevada and Wyoming of proficiency examinations in lieu of a course in state history and constitution was reported in the footnotes to Table VII. Montana and Washington did not indicate acceptance of an examination in lieu of a special course. Maine has verified the accuracy of the statement in the *Manual*. Obviously, Dr. Slaughter used more detailed questions than those used in securing information for the *Manual*. The peripheral nature of some of the reported practices (e.g., Alabama, Arkansas, and Mississippi) to the direct process of certification would, perhaps, explain the "no" replies to the *Manual* question.

Dr. Slaughter is professor of English and director of faculty research and institutional studies, Southeastern Oklahoma State College, Durant. The facts reported here, with a statement concerning examination practices in the employment of teachers by Baltimore, New Orleans, New York City, and Saint Louis, were presented in a paper on October 22, 1959, at the Eighteenth Annual Meeting of the Council on Cooperation in Teacher Education of the American Council on Education in Washington, D. C.

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tions give examinations to validate work done in an unaccredited college and to establish advanced credit.²

Examinations Given by State Agencies

Without co-operation of the teacher preparing institutions, the state certification agencies give examinations to some applicants in Colorado, Illinois, Missouri, Montana, Nevada, New Hampshire, Oklahoma, South Carolina, Utah, Virginia, Washington, West Virginia, and Wyoming. In Colorado the only certificate issued on examination is one for band and orchestra teachers, and few certificates are actually issued on this basis. In Illinois, for the first renewal of a certificate a teacher must pass an examination on the provisions and principles of the constitutions of the United States and Illinois unless he has taken a college course in these subjects. Illinois also issues a provisional certificate, which is valid for teaching in kindergarten-primary, elementary, high school, or special subjects, to a person who presents certified evidence of having earned 60 semester hours of credit toward a bachelor's degree, including 6 semester hours in professional education, or evidence of a bachelor's degree, from a recognized institution of higher learning, and passes an examination in social science, natural science, language arts, and professional education. The examinations, which are prepared by the state teacher certification board, are given twice a year by each county superintendent and sent to the state board for grading. To receive a certificate, an applicant must attain at least 50 on each test and a general average of 80.

In Missouri, each county superintendent may issue a one-year elementary teaching certificate to any high-school graduate who passes an examination given every March and July. The questions are made by the State Board of Education and may be graded by the Board or the county superintendent.

The Montana certification division uses a music performance test for an endorsement in applied music.

In Nevada an applicant for a certificate may take an examination in lieu of college credit to meet the requirement for school law, the Constitution of the United States, and the state Constitution.

The New Hampshire Board of Education will accept evidence of superior performance on the National Teacher Examinations to validate the equivalent of a four-year college program which was done privately or, if the applicant is a graduate of a four-year college program, to substitute for certain courses that are required for certification, such as courses in professional education, the major teaching field, or an additional subject to be taught. In some areas of New Hampshire, certificates of competence in foreign languages are based on examination.

In Oklahoma the requirement in state history may be fulfilled by a high school or college course or by passing the examination given once a year by each county superintendent.

In South Carolina every applicant for a teaching certificate is required to take the National Teacher Examinations. Certificates are differentiated as to class, group, and grade. Class is determined by the amount of college preparation; group, by years of experience and inservice education; and grade, by the weighted common examination total score. No certificate is issued on a score less than

² Similar use of competence and advanced-standing tests is no doubt made by colleges in other states than the three (Kentucky, New Jersey, and Oklahoma, which are noted below) but it was not reported by the state certification officers.

332. Grade D ranges 332 to 374; grade C, 375 to 424; grade B, 425 to 499, and grade A, 500 and above. In order to qualify to teach in an additional secondary subject field, a teacher who holds a certificate must meet the minimum requirement for college preparation and make a score of 45 or more on the National Teacher Optional Examinations in the subject. For conversion of a certificate earned before 1945 into a new type, an applicant may satisfy the requirements in a subject field by making a score of 45 or more on the optional examination; and if he meets all other requirements, he may use a scaled score of 50 or more on the professional information section of the National Teacher Examinations as a basis for issuance of a professional certificate, which is the highest type.

In Utah, use of examinations for teacher certification is limited to qualifying elementary teachers for kindergarten positions and out-of-state teachers for school-health education.

In Virginia, for renewal or revival of a certificate the state department of education requires 6 semester hours of college credit in approved courses or a successful examination on three books selected in consultation with the division superintendent from a recommended reading list.

In Washington, as a substitute for a college course in state education law, an applicant can take an examination that is given in March by each county superintendent. On the examination, which is prepared and scored by the State Board of Education, the applicant must make a score of 85 per cent or more.

In West Virginia, for certification the State Department of Education accepts evidence of proficiency by examination as a substitute for courses in professional education or the teaching field. In order to obtain a certificate, an applicant must make or exceed a minimum score on the National Teacher Examinations, including the common examinations and the optional examinations in the fields for which he is to be certificated. On the common examinations, the minimum weighted total score is 560; the minimum on any part is 50. On the optional examinations the minimum scaled score is 56. Furthermore, the West Virginia director of teacher preparation and professional standards wishes eventually to require English proficiency examinations of all teachers.

Wyoming permits an applicant for a teaching certificate to pass an examination prepared or approved by the State Department of Education as a substitute for a college course in the United States Constitution and the state Constitution.

Examinations Given by Joint Action

The six states where the certification agency and the preparing institution work together in the use of certain examinations for teachers are Arkansas, Florida, Kansas, Kentucky, New Jersey, and Wisconsin. The Arkansas department of education recognizes standard competency tests given at the college level for a maximum of six semester hours in typewriting, eight hours in shorthand, and three hours in mathematics for elementary teachers.

In Florida, an applicant for a certificate may validate college work done at an unaccredited institution by scoring 575 or higher on the National Teacher Common Examinations administered by an institution that is accredited for graduate study.

In Kansas, if a college examines an applicant in foreign language or typewriting and shorthand, and finds that he has the equivalent of the state requirement, the state department of public instruction certifies him to the accrediting section as qualified for the appropriate subject.

The Kentucky Department of Education permits a prospective teacher to take examinations in any subject in general education and, if he passes, to enroll in an advanced course in the same subject instead of the beginning course. The University of Kentucky and the University of Louisville allow students to establish credit by examination.

In New Jersey, for a certificate in vocational education, the State Department of education, in conjunction with Rutgers University, recognizes up to 30 semester hours of college credit on the basis of practical experience and examination. An applicant with extensive industrial and trade experience may be examined by a committee that employs oral, written, and performance tests extending through a day or two.

In Wisconsin, a person who has a bachelor's degree, but lacks certain courses, may remove his deficiencies and meet the requirements for a teaching certificate by taking examinations which are selected, or developed, and administered by an accredited four-year college or university. Although the responsibility for examining and recommending the candidates belongs to the institution, coordination of the program of certification by examination is the business of the state superintendent of public instruction. Minimum standards for this program must equal the median level reached by graduates of teacher education programs. The written and performance examinations, in combination with course credits, must provide evidence that required competences have been attained by the prospective teacher in general education, subject fields to be taught, courses required by statute, and professional education, including educational theory and methods and the ability to teach as demonstrated by classroom supervised student teaching. Use of the Graduate Record Examinations and the National Teacher Examinations is encouraged, but the institutions are urged to develop examinations which reflect local requirements and standards.

Purposes of Examinations

The examinations that are related to teacher certification serve these four general purposes: (1) to substitute for a required course, subject, or field; (2) to validate work done privately or at an unaccredited college; (3) to establish advanced credit in college; and (4) to provide evidence of competence in addition to credit in college courses. Under varying circumstances, the examinations may serve in the place of college credit for professional education in Illinois (emergency certificate), Missouri, New Hampshire, and Wisconsin; for general education in Illinois (emergency certificate), Missouri, and Wisconsin; for any subject to be taught, in New Hampshire and Wisconsin; for elementary-school subjects in Missouri; for foreign languages in Kansas; for school-health education and kindergarten in Utah; for a part of mathematics in the elementary school in Arkansas; for music in Colorado; for typewriting and shorthand in Arkansas and Kansas; for United States or state constitution in Illinois, Nevada, Wisconsin, and Wyoming; for school law in Nevada and Washington; for state history in Oklahoma; for certificate renewal credit in Virginia.

As a means of validating unaccredited work, examinations are used in Florida in a joint action of colleges and state certification agency, by the New Hampshire state agency, and by Mississippi colleges. They are used to establish advanced college credit in Kentucky and New Jersey by joint action of institutions and state agency, and in Mississippi and Oklahoma by action within the colleges. They are used as a proficiency test, in addition to college courses, for English

usage by Alabama colleges, one Mississippi college, and the North Dakota teachers colleges; for foreign languages by New Hampshire; for music by Montana; for general education, professional education, or any subject to be taught, by South Carolina and West Virginia.

Types of Examinations

The examinations may be grouped according to the agency that prepares them and the area tested. With respect to the preparing agent there are three types: (1) college examinations, (2) state teacher-certification examinations, and (3) National Teacher Examinations supplied by the Educational Testing Service. The college examinations, which are aside from those given in courses, are used for any general education subject (by advanced standing) in Kentucky, Mississippi, Oklahoma, and Wisconsin; for English usage by Alabama colleges for undergraduates in their third year, one Mississippi college and the North Dakota teachers colleges for all students before graduation; any subject to be taught, in Wisconsin; for foreign language in Kansas to establish equivalence of college credit and in some areas of New Hampshire to prove competence; for a part of mathematics in the elementary school in Arkansas; for typewriting and shorthand in Arkansas and Mississippi to validate work done previously and in Kansas to establish equivalence of college credit; for vocational education (industrial and trade) in New Jersey; and for professional education in Wisconsin.

The state certification examinations are used to meet requirements for United States and state Constitution in Illinois, Nevada, and Wyoming; for state history in Oklahoma; for school law in Nevada and Washington; for a combination of social science, natural science, language arts, and professional education in Illinois (emergency certificate) and Missouri (one-year elementary certificate); for health education and kindergarten in Utah; for music in Colorado and Montana; and for recommended reading to renew or revive a certificate in Virginia.

As for the National Teacher Examinations, the Common Examinations are used by Florida to validate work done at an unaccredited college; both the Common and the Optional Examinations are used by New Hampshire to validate unaccredited work or to substitute for required courses, by South Carolina to grade the certificate in relation to competence, by West Virginia to determine competence, and by Wisconsin to substitute for required courses.

Certification Officers Reveal Mixed Feelings

Responses of the state certification officers revealed mixed feelings toward certificate examinations. Some apparently view with shame the vestiges of an older time when a man or woman with meager schooling and apprenticeship became a licensed teacher by examination. In their letters they hastened to say that their state does not employ teacher examinations—or rarely issues certificates on the basis of examination. On the other hand, some state officials—for example, those in South Carolina and West Virginia—are enthusiastic in support of certificate examinations. They belong to a recent move to provide flexibility of certification requirements and to ensure teacher competence.

The respondents from Colorado and Oklahoma, who make little or no use of examinations for certification, favor relying on the recommendation of the preparing institution and not using examinations at state certification level. Ohio and Rhode Island do not plan to consider certification by examination. Arizona,

Connecticut, and Maine have an interest in the subject. Georgia is considering the use of the National Teacher Examinations to validate work done at un-accredited colleges and to permit teachers to add a teaching field. In October 1959, at a Minnesota meeting sponsored by the State Board of Education and College Board, administrators of colleges and public schools and members of the Boards seemed willing for colleges to extend the use of tests to evaluate teacher education but unwilling for state agencies to employ certificate examinations. In the same month the New York Board of Regents eliminated the only examination for certification the state had, a test to determine speaking competence of a teacher of foreign languages. Vermont teachers are encouraged to make the results of their National Teacher Examinations a part of their certification file, but the certification officer believes the colleges, and not the State Department of Education, should be responsible for determining teacher competence by examination. Last year the Florida legislature failed to pass a bill requiring applicants for certificates to take the National Teacher Examinations.

TABLE I
USE AND ADMINISTRATION OF EXAMINATIONS FOR TEACHER CERTIFICATION

States Reporting No Use of Examinations	States Reporting Some Use of Examinations	States Reporting Use of Examinations by Institutions ^a	States Reporting Use of Examinations by State Certification Agency ^b	States Reporting Some Use of Examinations by Joint Action ^c
Alaska Arizona California Connecticut Delaware Georgia Hawaii Idaho Indiana Iowa Louisiana Maine Maryland Massachusetts Michigan Minnesota Nebraska New Mexico New York North Carolina Ohio Oregon Pennsylvania Rhode Island South Dakota Tennessee Texas Vermont	Alabama Arkansas Colorado Florida Illinois Kansas Kentucky Mississippi Missouri Montana Nevada New Hampshire New Jersey North Dakota Oklahoma South Carolina Utah Virginia Washington West Virginia Wisconsin Wyoming	Alabama Mississippi North Dakota	Colorado Illinois Missouri Montana Nevada New Hampshire Oklahoma South Carolina Utah Virginia Washington West Virginia Wyoming	Arkansas Florida Kansas Kentucky New Jersey Wisconsin
Totals 28	22	3	13	6

^a Outside of courses and without any action by state certification agency.

^b Without action by institutions.

^c State certification agency and institutions.

Appendix I

Purposes Served by Examinations for Teacher Certification

- I. *Substitute for Course, Subject, or Field.*
 - A. *Professional Education*—Illinois, Missouri, New Hampshire, and Wisconsin.
 - B. *General Education*—Illinois, Missouri, and Wisconsin.
 - C. *Any Subject To Be Taught*—New Hampshire and Wisconsin.
 - D. *Elementary Subjects*—Missouri.
 - E. *Foreign Languages*—Kansas.
 - F. *Health Education*—Utah.
 - G. *Kindergarten*—Utah.
 - H. *Mathematics for Elementary School*—Arkansas.
 - I. *Music*—Colorado.
 - J. *Typewriting and Shorthand*—Arkansas and Kansas.
 - K. *United States or State Constitution*—Illinois, Nevada, Wisconsin, and Wyoming.
 - L. *School Law*—Nevada and Washington.
 - M. *State History*—Oklahoma.
 - N. *Certificate Renewal Credit*—Virginia.
- II. *Validation of Work Done at Unaccredited College.*
 - A. Florida by joint action of state certification agency and institutions.
 - B. Mississippi (in colleges).
 - C. New Hampshire by state certification agency.
- III. *Advanced Standing Credit in College.*
 - A. Kentucky by joint action of state certification agency and institutions.
 - B. New Jersey by joint action.
 - C. Mississippi (in colleges).
 - D. Oklahoma (in colleges).
- IV. *Competence Test in Addition to Courses.*
 - A. *English Usage*—Alabama (college), Mississippi (one college), and North Dakota (teachers colleges).
 - B. *Foreign Languages*—New Hampshire.
 - C. *Music*—Montana.
 - D. *Any Subject To Be Taught*—South Carolina and West Virginia.
 - E. *Professional Education*—South Carolina and West Virginia.
 - F. *General Education*—South Carolina and West Virginia.

Appendix II

Types of Examinations Used

- I. *College Examinations, Aside from Those Given in Courses.*
 - A. Any Subject in General Education, by Advanced Standing.
 1. Kentucky.
 2. Mississippi.
 3. Oklahoma.
 4. Wisconsin.
 - B. English Usage.

1. Alabama colleges for undergraduates in their third year.
2. Mississippi Southern College for all students before graduation.
3. North Dakota teachers colleges for all students before graduation.

C. Any Subject To Be Taught: Wisconsin.

D. Foreign Languages.

1. Kansas, to establish equivalence of college credit for certificate.
2. Some areas of New Hampshire, to prove competence.

E. Mathematics for Elementary School, in Part: Arkansas.

F. Typewriting and Shorthand.

1. Arkansas, to validate work done previously.
2. Kansas, to establish equivalence of college credit for certificate.
3. Mississippi, to validate work done in unaccredited college.

G. Vocational Education (Industrial and Trade): New Jersey.

H. Professional Education: Wisconsin.

II. State Teacher Certification Examinations.

A. United States and State Constitution.

1. Illinois.
2. Nevada.
3. Wyoming.

B. State History: Oklahoma.

C. School Law.

1. Nevada.
2. Washington.

D. Combined Subjects—Social Science, Natural Science, Language Arts, and Professional Education.

1. Illinois, for provisional certificate.
2. Missouri, for one-year elementary school certificate.

E. Health Education and Kindergarten: Utah, to determine competence.

F. Music.

1. Colorado, for band and orchestra teachers—little used method.
2. Montana: performance test.

G. Recommended Reading for Renewal or Revival of Certificate: Virginia.

III. National Teacher Examinations.

A. Common Examinations, To Validate Work Done at Unaccredited College: Florida.

B. Common and Optional Examinations.

1. New Hampshire, to validate work done at unaccredited college or to substitute for courses required for certificate.
 2. South Carolina, to grade certificate in relation to competence.
 3. West Virginia, to determine competence.
 4. Wisconsin, to substitute for courses required for certificate.
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